

Every point on this exam is won or lost on the same rubric, and almost every lost point is evidence that was never connected to an argument. The × line is what students write; the ✓ line is what earns the point.
本科每一分都按同一评分标准给出，失分多因证据没有连到论证。

The rubric – thesis, context, evidence, reasoning

✗ Writing a thesis that rephrases the prompt.

✓ **Take a defensible position that someone could argue against, and establish a line of reasoning.**

The guidelines list restating the prompt among the responses that do not earn the thesis point.

论点不能重复题目

SG 5 years

✗ Splitting the thesis between the introduction and the conclusion.

✓ **Put it in one place – one or more sentences together, in the introduction or the conclusion.**

The rubric requires the thesis to consist of one or more sentences located in ONE place.

论点要写在同一处

SG 3 years

✗ Opening with a sentence of background and calling it contextualisation.

✓ **Describe a broader development before, during or after the prompt's timeframe, in several sentences.**

The guidelines state the context must be more than a phrase or a reference, and reject overgeneralised statements about the period.

背景要展开，不能一句话

SG 5 years

✗ Naming an event and moving on – 'Ottoman armies used cannons'.

✓ **Say what it shows: name the evidence, then explain how it supports your argument.**

The guidelines give exactly this kind of sentence as an example that does NOT earn the point, because there is no reasoning.

证据必须连到论点

SG 4 years

✗ Offering one piece of evidence and developing it.

✓ **Use at least two specific pieces, and more for the higher points.**

Identifying a single piece of evidence is listed among the responses that do not earn points.

证据至少要两条

SG 4 years

✗ Using evidence from outside the prompt's date range.

✓ **Stay inside the years the prompt names; use earlier or later material only as context.**

The guidelines reject evidence outside the timeframe as irrelevant to an argument about the prompt.

证据要在题目时间范围内

SG 4 years

✗ Adding a final sentence that mentions another perspective.

✓ **Build the complexity into the argument – qualify it, corroborate it, or weigh a counter-view as you go.**

The guidelines state repeatedly that complex understanding must be part of the argument and more than a phrase or reference.

复杂性要融入论证

SG 5 years

■ The rubric points are independent: a response can earn evidence without earning the thesis. Never abandon a section because an earlier one went badly.

各项得分互相独立

SG 5 years

The document-based question

✗ Walking through the documents one at a time, in order.

✓ **Group them by the argument they support, and cite them inside your own paragraphs.**

A document-by-document answer offers no reasoning connecting the evidence to an argument, which is what the rubric awards.

按论点分组, 不按顺序逐个讲

SG 4 years

✗ Using two or three documents thoroughly.

✓ **Use at least three for the first point, and attempt all seven for the top one.**

The guidelines state that using fewer than three earns nothing, and that the complexity point requires an attempt to use all seven in support of an argument.

至少用三份材料

SG 4 years

✗ Quoting a document at length instead of explaining it.

✓ **Say what it shows and why that supports your claim.**

Quoting the content without interpretation is listed among the responses that do not earn the point.

引用要加解释

SG 4 years

✗ Naming the author and the date and calling it sourcing.

✓ **Explain how the point of view, purpose, situation or audience affects the document's argument.**

The guidelines reject identification alone: sourcing must explain the relevance of that attribute.

出处分析要说明影响

SG 5 years

✗ Sourcing one document well.

✓ **Source at least two, and preferably three.**

Explaining sourcing for fewer than two documents is listed among the responses that do not earn the point.

至少分析两份材料的出处

SG 5 years

✗ Restating what a document says as your outside evidence.

✓ **Bring in something specific and relevant that no document mentions.**

Evidence a document already provides cannot serve as the additional evidence the rubric asks for.

外部证据要材料之外的

SG 4 years

Reading the prompt

✗ Answering only the change half of a continuity-and-change prompt.

✓ **Address both, explicitly, and say which mattered more.**

A thesis that does not address all parts of the question does not earn the point.

变化与延续都要写

SG 3 years

✗ Describing where the verb was EXPLAIN.

✓ **Give the causal connection: not what happened, but why it followed.**

The task verbs are defined in the rubric, and answering a different one earns nothing.

“解释”要写因果

SG 5 years

✗ Treating a label – feudalism, absolutism, modernisation – as an explanation.

✓ **Say what people or institutions actually did, then name the pattern if it helps.**

A model asserted as a fact provides no reasoning connecting evidence to an argument.

标签不等于解释

SG 3 years

✗ Reusing the same example in two parts of a short-answer question.

✓ **Use a different one for each part.**

The rubric expects distinct evidence for each part, and a repeated example earns only once.

各小问要用不同例子

SG 3 years

✗ Inferring cause from sequence – ‘this happened, then that, so it caused it’.

✓ **Name the mechanism by which one development produced the other.**

Asserting the use of a reasoning process without demonstrating it is listed among the responses that do not earn points.

先后不等于因果

SG 3 years

■ Historical accuracy is required throughout. The rubrics state that the components require students to demonstrate historically defensible content.

史实必须准确

SG 5 years

1 · The Global Tapestry 全球织锦

✗ Describing a state as ‘advanced’ or ‘backward’.

✓ **Say what it actually did – how it taxed, recruited officials, or legitimised its rule.**

Value judgements are not historically defensible evidence; the rubric requires specific developments.

描述制度, 不作价值判断

CED 1.1

✗ Treating one region’s pattern as the whole world’s.

✓ **Name the society and the place; a prompt about Afro-Eurasia is not answered from Europe alone.**

An overgeneralised statement about a period or region is listed among the responses that earn no point.

不要以偏概全

CED 1.4

2 · Networks of Exchange 交流网络

✗ Describing the Silk Roads only as trade in goods.

✓ **Include what travelled with the goods: religions, technologies, and disease.**

The exchange networks unit is about transfers of all kinds, and the fuller answer supports more arguments.

交流网络不只是货物

CED 2.1

✗ Saying the Mongols only destroyed.

✓ **Weigh the destruction against the trade, communication and transfers their empire enabled.**

Corroborating and qualifying an argument is one of the named routes to the complexity point.

蒙古帝国的影响要两面看

CED 2.2

3 · Land-Based Empires 陆基帝国

✗ Treating the land-based empires as interchangeable.

✓ **Compare how each legitimised rule and raised revenue – Ottoman devshirme, Safavid Shi'ism, Mughal zamindars, Qing examinations.**

The comparison is the reasoning process this unit is examined on.

各陆上帝国的统治方式不同

CED 3.2

4 · Transoceanic Interconnections 跨洋联系

✗ Saying European ships 'took over' Indian Ocean trade.

✓ **Europeans taxed and inserted themselves into an existing network they did not displace.**

The overstated claim fails the accuracy requirement, and the qualified version is the stronger argument.

欧洲人未取代原有贸易网

CED 4.5

✗ Describing the Columbian Exchange as crops moving west.

✓ **It went both ways, and its largest effect was demographic – disease, and then forced migration.**

The one-directional account leaves out the evidence most prompts about this period need.

哥伦布交换是双向的

CED 4.3

5 · Revolutions 革命

✗ Treating unfree labour systems as one thing.

✓ **Distinguish chattel slavery, serfdom, indentured servitude and the encomienda – they differ in who was bound and how.**

The distinction is exactly where a general statement stops being historically defensible.

不同的强制劳动制度要分清

CED 5.4

✗ Explaining a revolution by Enlightenment ideas alone.

✓ **Add the material causes – taxation, war debt, food prices, colonial status.**

A single-cause account cannot demonstrate the complex understanding the top point requires.

革命要写思想与物质双重原因

CED 5.2

6 · Consequences of Industrialization 工业化的后果

✗ Writing ‘factories used machines to make cloth’ as evidence.

✓ **Explain the consequence: rural workers moved to cities, hours were set by the clock, and household production collapsed.**

The guidelines print this exact sentence as an example that earns no point, because it carries no reasoning.

要写出工业化的后果

SG2025

8 · Cold War and Decolonization 冷战与非殖民化

✗ Describing decolonisation as empires simply withdrawing.

✓ **Name the pressures: wartime weakness, nationalist movements, and the Cold War competition for allegiance.**

Naming the mechanism is what turns a fact into evidence for an argument.

非殖民化有多重原因

CED 8.5

■ For Units 8 and 9, one specific named example per unit – a leader, a treaty, an organisation – is usually enough to satisfy the evidence point.

每单元记一个具体例子

CED 9.1